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ABSTRACT

This report emphasizes the importance of nonverbal behavior as a teacher-student relationship language and discusses some observation instruments designed to provide feedback to teachers on their nonverbal behavior. According to the report, nonverbal behaviors provide the primary vehicle for expressing emotion and leakage channels that are difficult to control or to censor; and nonverbal cues function as qualifiers in the form of metacommunicative messages to indicate how verbal statements ought to be understood. It is the supervisor's responsibility to share with the teacher his observations of this nonverbal behavior. The report notes that teachers tend to be defensive about observations with which they disagree, and that observations and evaluations of nonverbal phenomena seem to dramatize these value differences. According to the author, the utility of the observation system, the validity of which both supervisor and teacher agree upon, is that it removes the difficulty of value differences. (JF)

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# The Nonverbal: An Approach For Supervisors

by

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Supervision of Instruction
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# THE NONVERBAL: AN APPROACH FOR SUPERVISORS

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# THE NONVERBAL: AN APPROACH FOR SUPERVISORS

I have been asked by teachers many, many times, "What is this nonverbal business?" "What is so important about nonverbal behavior?" I usually say, "It means communicating without words." There is more to what is going on between people than just words.

The usual response is "Oh, you mean facial expressions, gestures, and postures." "No," I say, "It means much more than that." When you discount the words that are exchanged between people, there is so much more.

Yeh, I know that says the teacher, but what difference does it make? At this point I hardly know what to say, realizing that I am relying on verbal information to convey the importance of nonverbal behavior.

"Let's put it this way. When people come into contact with each other they do more than just verbalize. And that counts a lot." That's sheer nonsense, says the teacher. "I say what I mean and I mean what I say." I usually respond, "How do you say what you say?"

Not satisfied with that response, the teacher continues, "I can't worry about every little thing I do or don't do." What would you have me do, watch everything I do and say at the same time. The simple answer is, "Yes."

In a classic children's book written by Dr. Seuss, Horton the Elephant says, "I mean what I said, and I said what I meant; an elephant is faithful one-hundred percent." People mean what they say too. But sometimes they don't.

If we lived in a perfect world of saying what we meant and meaning what we said, then a language of nonverbal sensitivity would be unnecessary. People insist on picking up the nuances and subtleties of human language when they come into contact. Much of this sensitivity to what is understood occurs without words.

Not only do words fail to carry the full import and meaning of what we have to say, they are used and misused badly. Even by teachers and professors who are supposed to be masters of language. Our actions speak so loudly, words take a back seat to what is understood. People do more than just verbalize, and that something else counts a lot.

In our everyday contact with others we talk a great deal, but we also do something else. We usually say something <u>about the person</u> when we say something <u>to him</u>. Saying something about him means that we imply an attitude towards the person; we imply that he is what we believe. For instance, when a student is told to get busy, the teacher may convey that the student is lazy or needs to be told what to do.

How we do this is called nonverbal communication. A facial expression, gesture, posture, glance, vocal pause, or a dozen other actions can express the message. Make no mistake the message can be very clear without the need to resort to words. Indeed, we often express information without words that we would never have the courage to utter verbally.

An adult can convey to a child that he is dumb, ugly, dirty or unimportant without reference to a single word. And without question, the child gets it. It is these kinds of nonverbal messages which are so devestating and which adults are most likely to overlook.

A poignant example of this unawareness was detected a few years ago in an informal study we did in a large junior high school. We decided to shadow a number of kids during a school day. We followed a student around to determine what his day was like. We wanted to know what it might be like to be that kid for a day in the school. The first thing we noticed was that some of the students were never looked at by a single teacher during an entire day. From class to class the student would trudge to his seat, the teacher would conduct the lesson, and the student's presence would never be acknowledged. It's hard to imagine that a student could come to school, spend the day with several teachers, and never be recognized. It was as if the student was a nonperson, as if he didn't exist. I am thoroughly convinced that none of these teachers deliberately or intentionally excluded these students on purpose. But isolation and subtle rejection occurred nevertheless.

Teachers are especially prone to use their eyes to control classroom behavior. When students are sitting at their desks doing an assignment, teachers sit behind their desks. Except for looking up occassionally, teachers usually choose to leave students alone when they work quietly. But when a noise is heard or talk begins between students, the teacher's attention is quickly directed toward the annoyance. A quick glance by the teacher suggests, "Stop it." If the small disturbance continues, teachers have a way of looking at offenders which expresses, "Am I going to have to get out of my chair and come back there to correct this misbehavior?" Once students see this kind of look, they quickly adjust their behaviors to appear busy. Their behavioral response also indicates that they understand the silent instruction.

If the eyes can do all of that and even more, imagine what the other expressive part of your human apparatus can achieve. Gesturing hands can point, sketch in the air, reinforce ideas, direct attention, solicit responses, and dozens of other actions. Facial displays of expression can provide smiles, frowns, eye twitches, nose wrinkles, and countless other facial motions. Postures can suggest alertness, boredom, disgust, eagerness, etc. In effect, every movement and expression has a meaning of its own.

-Nonverbal Realities-

Whenever human beings come into contact, a reality exists that is understood and shared without words. This is the fundamental assumption that undergirds the significance of nonverbal communication. People everywhere bear testimony to the assumption that nonverbal influences are recognized and understood. Since teachers and students engage in continual communicative contacts, it is reasonable to assume that nonverbal relationships exist.

Theoretical arguments have been promulgated by many scholars suggesting why nonverbal phenomena are significant to human relationships. Hall,[1] Birdwhistell,[2]

[1]Edward T. Hall, The Silent Language (New York: Doubleday and Company, 1959).

[2]Ray L. Birdwhistell, Kinesics and Context (Philadelphia: University of Pennsylvania Press, 1970).

Goffman,[3] Ruesch,[4] and Davitz,[5] to name a few, have provided imaginative explanations and descriptions of nonverbal realities. Perhaps, the most adequate rationale and set of assumptions has been provided by Ekman.[6]

Nonverbal behavior can be viewed as a relationship language.[7] Silent cues signal a change or provide the continuity of any interpersonal relationship. These cues, whether by face, eyes, or gesture, can be the primary means of expressing attitudes of intimacy, aloofness, concern, or indifference. Teacher attitudes can be inferred from the way a teacher looks at a student or looks to avoid him. Not only do special nonverbal cues appear to exist between a teacher and some students implying favorable relationships, but the very absence of these cues can be noticed between the same teacher and other students. Although differing teacher-student relationships can be quite evident on these nonverbal terms, little or no conversation occurs regarding this reality.

A second assumption, generally shared by psychologists, is that nonverbal behaviors are the primary vehicles for expressing emotion.[8] Behaviors convey hate, fear, anger, anxiety and other emotionalities. Feelings of pleasure or distrust can be transmitted by teacher or student. Although teachers may state their feelings in verbal forms, the existence of nonverbal signs can belie and contradict verbal utterances. Students often wonder whether a correspondence exists between what a teacher feels and what he says, between what he professes and what he does. Words may fail to be persuasive carriers of feeling since nonverbal behaviors are often more convincing.

Another assumption emphasized by Ruesch and Kees[9] asserts that nonverbal cues function as qualifiers in the form of metacommunicative messages to indicate how verbal statements ought to be understood. For instance, a student at his desk may signify verbally that he is working but simultaneously act out a nonverbal performance that he is busy, believing that this kind of behavior is more convincing. While he may actually be working at his assigned task, much of this energy is spent in looking like he is working. Often times a teacher will lack a certain firmness in his voice when remonstrating students to stop talking, causing students to surmise that it is okay to continue their conversation. Conversely, a smile, frown, or gesture can accompany a verbal request which makes the direction of the intended meaning very clear.

[3]Erving Goffman, The Presentation of Self in Everyday Life (New York: Doubleday and Company, 1959).

[4]Jurgan Ruesch and Weldon Kees, Nonverbal Communication (Berkeley: University of California Press, 1956).

[5]Joel R. Davitz, The Communication of Emotional Meaning (New York: McGraw-Hill Book Company, 1964).

[6]Paul Ekman and Wallace V. Friesen, "Nonverbal Behavior in Psychotherapy Research," Research in Psychotherapy 3:179-216; 1968.

[7]Ibid., p. 180.

[8]Ibid.

[9]Ruesch and Kees, op. cit., p.

An assumption shared by behavioral scientists in several fields and strongly supported by psychiatrists is that nonverbal behavior provides a leakage channel which is difficult to control or to censor.[10] In simple language, this means that nonverbal behavior is more likely to reveal true emotions and feelings and is less likely to be deceptive. Nonverbal behaviors give away how one feels while verbal communications are easier disguises in expressing feelings. It is well known that most people are unaware of their body language and the feelings they convey to others. In ordinary circumstances one has no feedback available regarding the leakages of feeling that occur in body language. Verbal language offers the marvelous facility of providing immediate feedback since a person can hear himself talk. But one is tempted to infer that others grasp the meaning of his verbal statements to the same extent that he understands the meaning of his own information. Whether information comes in the form of verbal or nonverbal messages it is essential to obtain feedback and to recognize that leakages and misunderstandings can be the message.

A difficulty in monitoring one's nonverbal messages is that little feedback is available because a person cannot see himself. Others may comment on what someone says or how he says it, but little information is shared regarding body movement and expression. Our culture lacks a ready language for discussing nonverbal cues and people are hesitant to discuss how others act to their faces. Students have long delighted in discussing among themselves the behavioral idiosyncracies of teachers, but rarely will they discuss them with the teacher himself. While we can assume that we are much less aware of our nonverbal behavior than our verbal, the writings of Goffman[11] present another view on this matter. He suggests that nonverbal behaviors can be managed to achieve a desired effect. His view emphasizes the idea that people in everyday life take on roles for the express purpose of achieving proper impressions. This does not mean, however, that impression management is easy. Everyone is not successful in achieving effects that are in his best interest. Despite the successes of behavioral management, which can be associated with courtroom lawyers, diplomats, used car salesmen and others, nonverbal cues are less manageable and more revealing than verbal information.

A final assumption about nonverbal behavior implies that learned patterns of body language are associated with what it means to be a teacher or student in school.[12] Certain specified behavioral cues and responses are learned by teachers and students in their role-taking activities in classrooms. Teachers throughout this culture have been observed in the act of snapping their fingers to get attention, holding a finger to their lips to achieve silence, folding their arms to signify disapproval, staring directly at students to convey negative reinforcement,and pointing at students to give directions. These signs and signals are well understood by students and any observer can see the results.

[10]Paul Ekman and Wallace V. Friesen, "Nonverbal Leakage and Clues to Deception," Psychiatry 32:88-105; February 1969.

[11]Goffman, op. cit., p. 6.

[12]Charles M. Galloway, "Teaching is Communicating: Nonverbal Language in the Classroom," (Washington, D.C.: Association for Student Teaching, NEA, Bulletin No. 29).

Students also acquire behavioral cues necessary to their role as schoolgoers. They can be observed as looking like they are listening, as appearing busy at work with their academic assignments, and as head-nodders who appear to understand teacher explanations and instructions. Students learn very early in school to raise their hands to be recognized and they soon discover what hand-raising strategies are in their best interests. Body cues among teachers and students provide the means for influence when words would probably fail to be as effective. Many nonverbal behaviors are common to the performance of what it means to teach and to go to school.[13]

Why should it be necessary to say that nonverbal behavior provides unique information apart from verbal information? What is the significance of body languages to classroom interaction and school life? Information seekers, whether they be teachers or students, will always search for extra data when they are not satisfied with verbal information alone. This condition of being discontent with the narrow range of verbal information and of relying on nonverbal data occurs when teachers or students are (1) unwilling or incapable of verbalizing information, (2) unapproachable to obtain information, or (3) uncertain about what is said verbally. In effect, body language speaks loudly when verbal information is missing or in doubt.

The reasons for distinguishing nonverbal realities from verbal meaning go beyond its literal difference. An emphasis on nonverbal phenomena implies a need to know the underlying purposes, motivations, and qualities of human and environmental influence. Nonverbal phenomena reflect symptomatic signs and inferential references for understanding the nature of human conduct. The quest for probing into the essences and qualities of human influencers happens to be called nonverbal. The phenomena might just as well be named extra-verbal, subverbal, real-verbal, or averbal. The use of the term nonverbal simply represents a handy referent for referring to human influences which occur without words. But the investigators of nonverbal phenomena are usually not satisfied to exclude the significance of verbal interchanges in their analyses. They want to observe the way words are used, when and how they appear in interaction to influence the talker and the listener, and what it means to use some words rather than others.

-Nonverbal Observation and the Supervisor-

During the past several years many category systems have been developed for observing and analyzing behavior and interaction. These observational approaches are useful and they provide primitive data relative to the amount and kind of interactive contact between teacher and student. When patterns of teacher-student talk are described and analyzed, major outcomes can be realized. These patterns of talk can be related to dependent variables and criterion measures to determine the most effective kind of patterns. By analyzing other patterns of teacher behavior, decent inferences can be made regarding the style of the teacher or teacher expectations. These analytic efforts must of necessity rely on statistical frequencies, pattern counts, cyclical episodes, or category combinations. They are deductive in nature, providing observational data from which specific conclusions and implication can be drawn. This is their elegant parsimony.

[13]Ibid., pp. 5-7.

For instance, interaction analysis provides the trained observer with reliable assurance that his observations are objective. The value of such a system goes beyond its scientific merit, for it can be learned by the person observed as well as the observer. This advantage insures that the use of feedback data for the actor as well as the observer can be interpreted accurately and with a minimum of distortion. Many observational systems of recent years qualify for this advantage.

Observational approaches for nonverbal phenomena fail precisely on this count. If observations are made of strictly superficial acts and events, then high measures of reliability can be achieved. Noting the number of smiles, pats on the back, head nods, travel patterns, or nonverbal demonstrations that are given can obviously represent data of a certain kind, but insisting on its known pedagogical influence is another matter. The very purpose for observing nonverbal phenomena precludes any easy or convenient measure which falls short of capturing the essence and meaning of behavioral acts or events. It is evident that reliable observations of nonverbal influence are most difficult to make when the requirement is to observe what is significant rather than what is apparent and perhaps artificial.

In the initial stages of my research work, a seven category instrument was developed for describing teacher nonverbal behavior. This instrument has been reported in Hyman's book, Teaching: Vantage Points for Study, and has been proposed elsewhere as a useful means for observing student teachers and for describing an interview. The seven categories are not pure nonverbal behaviors, they reflect a pedagogical interest in teacher influence. The categories are (1) Enthusiastic support, (2) Helping moves, (3) Focused attention, (4) Pro forma, (5) Inattentive, (6) Unresponsive, (7) Disapproval. I saw these categories as teacher behaviors on a continuum from encouraging to restricting communication. All of this was a rather simplistic notion of good and bad, and turned out to be no more instructive than references to democratic-autocratic, integrative-dominative, or direct-indirect teacher behavior. These are nice ideas, but they don't lead anywhere. They classify behaviors very nicely, but they don't mean anything.

What good is it to know that you are democratic, integrative, or indirect in your approach to others? It means little. I should say: we aren't arriving at a system of observation; we are simply arriving at stereotyped classifications of human behavior which immobilize thought and imagination. What I like however are the ideas contained within implied observational approaches: a teacher uses student ideas, a teacher gives focused attention, a teacher uses energy to support student work, a teacher praises, a teacher accepts a feeling, a teacher includes students in classroom management, a teacher relies on student evaluation, a teacher is influenced by student perception and feedback. These are ideas, perhaps not the best in pedagogy, but they represent a desirable direction in pedagogical reform. Whether a collection of pedagogical ideas of behaviors make an observational system for describing instructional practices is a difficult question.

Two benefits of observational systems have been achieved however. First, we have needed descriptive data relative to what teachers do. Research data on teacher behavior has provided us with these descriptions. Then we have needed to devise means for sharing these observations with teachers - to provide feedback. Through matrices, audio-tape soundings, video-tape recordings, and critiques with the teacher, we have provided that. In effect, we have succeeded in describing what teachers do and we have devised means to give the teacher feedback regarding his own pedagogical performance.

In this spirit several approaches and observational methods need to be considered. There is no such thing as the observational approach or method for the teacher and supervisor. The supervisor needs to acquaint himself with the advantages of video-tape, recently developed observational systems for teacher and student nonverbal behavior, inventory checklists, etc. The purpose that is mutually agreed upon by supervisor and teacher makes all the difference.

The work of Grant and Hennings at Columbia University, Love and Roderick at the University of Maryland, French and Parker at the University of Tennessee, and Galloway at The Ohio State University need to be made available to the supervisor. Grant and Hennings have developed a nonverbal inventory for teachers, Love and Roderick created an instrument for describing teacher behavior, and Galloway has identified several nonverbal dimensions for helping the teacher to personalize instruction.*

How can observations of nonverbal phenomena serve the purposes of supervision? How can nonverbal data be useful to supervisors who wish to facilitate instruction? How can nonverbal data help the supervisor help the teacher?

Even if the supervisor possesses a super-vision for seeing and understanding nonverbal influences within or beyond the teacher's grasp, a monumental problem remains. How to get the teacher to see and understand the same things. This is not an easy task. In our preliminary work with teachers we have detected a tendency on the part of teachers to be defensive about observations with which they disagree. Intense defensiveness occurs when the teacher is confronted with data or evidence from the supervisor which seem unimportant. While value differences have always been evident between supervisors and teachers regarding what should go on in classrooms, observations and evaluations of nonverbal phenomena seem to dramatize these value differences.

What would be advantageous would be for the teacher and supervisor to be open enough to benefit from each other. If the teacher and supervisor trust each other, then open-sharing takes care of itself. Otherwise, you have to work on value differences in a mood of understanding and acceptance. We have learned that the teacher is a more critical factor than the supervisor. If the teacher is willing to take an attitude of attending to the observational data in an open fashion, then this represents the best basis for resolving potential conflicts. A mood of mutuality must prevail and the teacher is the prime agent for insuring profitable exchanges. If the teacher denies supervisor observations or discounts data as invalid, then an impasse of distruct is created. Once a barrier of mistrust is erected between supervisor and teacher, data become irrelevant and disfunctional.

The elegant beauty of using an observational system, which both supervisor and teacher agree is valid, is that it removes the difficulty of value difference. Especially is this true when both parties have been trained in the purpose and usefulness of the system. This is the supreme value of observational systems as I see it.

* These observational appraoches can be found in the Appendices.

Love-Roderick

Nonverbal Categories and Sample Teacher Behaviors

| | | |
|---|---|---|
| *1. | Accepts Student Behavior | Smiles, affirmatively shakes head, pats on the back, winks, places hand on shoulder or head. |
| *2. | Praises Student Behavior | Places index finger and thumb together, claps, raises eyebrows and smiles, nods head affirmatively and smiles. |
| 3. | Displays Student Ideas | Writes comments on board, puts students' work on bulletin board, holds up papers, provides for nonverbal student demonstration. |
| 4. | Shows Interest in Student Behavior | Establishes and maintains eye contact. |
| 5. | Moves to Facilitate Student-to-Student Interaction | Physically moves into the position of group member, physically moves away from the group. |
| *6. | Gives Directions to Students | Points with the hand, looks at specified area, employs predetermined signal (such as raising hands for students to stand up), reinforces numerical aspects by showing that number of fingers, extends arms forward and beckons with the hand, points to student for answers. |
| *7. | Shows Authority Toward Students | Frowns, stares, raises eyebrows, taps foot, rolls book on the desk, negatively shakes head, walks or looks toward the deviant, snaps fingers, walks or looks away from the deviant. |
| 8. | Focuses Students' Attention on Important Points | Uses pointer, walks toward the person or object, taps on something, thrusts head forward, thrusts arms forward, employs a nonverbal movement with a verbal statement to give it emphasis. |
| 9. | Demonstrates and/or Illustrates | Performs a physical skill, manipulates materials and media, illustrates a verbal statement with a nonverbal action. |
| 10. | Ignores or Rejects Student Behavior | Lacks nonverbal response when one is ordinarily expected. |

* The names of these categories are the same as those in the Flanders matrix.

French-Parker

THE STUDENT BEHAVIOR INDEX

| | | |
|---|---|---|
| STUDENT BEHAVIOR | SELF-DIRECTIVE | 1. DIRECTS TALK TO THE TEACHER. Raises hand to speak and/or speaks to teacher without prompting. The student may ask questions, request permission, relate personal experience or share his own ideas.<br><br>2. MAKES SELF-INITIATED NONVERBAL BEHAVIOR. Walks around the room, sharpens pencil, obtains materials or performs other self-directed activities. Writes, draws, reads or moves independently.<br><br>3. DIRECTS TALK TO PEERS. Begins conversation with classmates without teacher direction. Student may ask peer for help of materials, share information or relate thoughts and experiences.<br><br>4. RESPONDS TO PEERS. Makes a verbal or nonverbal response to classmate-initiated conversation. Student may listen and/or comply with the talk. |
| | COMPLIANT | 5. WORKS READING AND WRITTEN ASSIGNMENTS. Completes assignments of the teacher by reading, writing or other nonverbal behavior required to satisfy requirements.<br><br>6. MAKES VERBAL REPLY TO TEACHER. Answers a question, reads aloud or exhibits other verbal behavior in response to teacher direction or question. (If student makes an unsolicited comment after teacher talk use Category 1.)<br><br>7. LISTENS--FOLLOWS DIRECTIONS IN NONVERBAL BEHAVIOR. Gives physical attention, moves or takes a physical position in response to teacher direction. Response may be getting out books, moving a chair or getting in line. |
| TEACHER BEHAVIOR | DIRECT | 8. LECTURES, GIVES DIRECTIONS, CRITICIZES, JUSTIFIES AUTHORITY OR RESTRICTS BEHAVIOR NONVERBALLY. Talk by the teacher in the act of instructing or intending to change or control student behavior. Facial expressions, gestures and other nonverbal behaviors that restrict student behaviors are also included. |
| | INDIRECT | 9. ACCEPTS FEELINGS AND IDEAS, PRAISES, ASKS QUESTIONS OR ENCOURAGES BEHAVIORS NONVERBALLY. Talk and non-verbal cues by the teacher which accepts, uses or encourages a greater degree/variety of student behaviors. |
| | | 10. CONFUSION AND MISCELLANEOUS. Periods of activity in which verbal communication cannot be understood or nonverbal behavior does not fit other categories. |

10

GALLOWAY

Conceptual Dimensions of Teacher Nonverbal Behavior

1. Congruous-Incongruous - This dimension refers to the congruity or incongruity that exists between the voice, gesture, and actions of the teacher and the verbal content communicated by the teacher. Congruity occurs when the teacher's verbal message is supported and reinforced by nonverbal behaviors to the extent that there is consonance between the verbal intent and nonverbal referents. A mixed message or incongruity exists when there is a discrepancy or contradiction between the verbal message and nonverbal information.

2. Responsiveness-Unresponsiveness - A responsive act relates to modifications in the teacher's behavior as a result of feedback. Verbal feedback occurs when the teacher hears himself talking, but nonverbal feedback is based on the reactions and response of pupils. A responsive act occurs when the teacher alters the pace or direction of a lesson. Unresponsive acts are an ignoring or insensitivity to the behavioral responses of pupils.

3. Positive-Negative Affectivity - Positive nonverbal expressions convey warm feelings; high regard; cheerful enthusiasm; displays of liking and acceptance. Negative nonverbal expressions convey aloofness, coldness, low regard, indifference, of display of rejection.

4. Attentive-Inattentive - Nonverbal expressions that imply a willingness to listen with patience and interest to pupil talk. By paying attention, the teacher exhibits an interest in the pupil. By being inattentive or disinterested, the teacher inhibits pupils, and neither sustains nor encourages sharing information or expressing ideas.

5. Facilitating-Unreceptive - The teacher is facilitating when acting to perform a function which helps a pupil, usually in response to a detection of pupil needs, urgencies, or problems. This may be in response to a pupil request or a nurturant act. An unreceptive act openly ignores a pupil when a response would ordinarily be expected; may ignore a question or request; or may be tangential response.

6. Supportive-Disapproving - Expressions that imply supportive pupil behavior or pupil interaction; manifest approval; being strongly pleased; exhibits encouragement; connotes enjoyment or praise. Disapproving expressions convey dissatisfaction, discouragement, disparagement, or punishment. The expression may be one of frowning, scowling, or threatening glances

7. Open-Closed Space - Nonverbal representations of the territorial residences of teachers and students. Attention given to travel patterns and movement within the classroom. Space can be used in a spontaneous, freedom-to-move way, or movement can be restricted by prior definition.

8. Physical and Psychological Distances - Contacts between teacher and students can be intimate, personal, social or public. These contacts are symptomatic of relationships be ween teacher and student.

9. Free-Restricted Time - Uses of time are teacher-defined and student-defined, or can be arrived at mutually. Whether the restraints of time are self-imposed or externally imposed makes a difference. Uses of time can be student selected or teacher directed and how one "wastes his time" can be significant.

10. Inclusive-Exclusive - Through eye contact and exchanges of mutual glances students are included and recognized. Students can also be treated as objects or non-persons making them appear to not be in the classroom at all. Teacher discriminations among students can be observed by attending to visual contacts or its absence.

Grant-Hennings

# AN INVENTORY FOR ANALYZING NON-VERBAL TEACHER ACTIVITY

## PART I

What kinds of motions tend to predominate in my non-verbal teaching style?

A. Conducting

How do I control participation, focus attention, and obtain attending behavior?

1. To indicate who the participant is, I:
   - smile at the participant
   - orient my body in the direction of the participant
   - nod at the chosen participant
   - point at the participant with finger, hand, stick, chalk, microphone, book
   - walk toward the participant
   - hand the pointer, chalk, book, microphone to the participant
   - touch the participant
   - other:_____

2. To rate a student's participation, I:
   - use facial expressions: smiling, frowning, grinning, wrinkling my brow, raising my eyebrows
   - shake my head
   - shrug my shoulders
   - clap my hands
   - make the O.K. sign with my fingers, forming an "0" by touching thumb to forefinger
   - put my hands to my face
   - hold my head
   - scratch my head
   - write the correct response on the board or on a chart
   - pat student on back
   - move my hand from respondent to another student who has hand up to respond
   - other:_____

3. To respond to a student's participation, I:
   - use facial expressions
   - shake or nod head
   - walk toward or away from the participant
   - point or wave hand
   - write something on the board
   - other:_____

4. To regulate the speed of classroom interaction, I:
   - beckon to child to continue
   - wave at child to stop
   - wave at child to speed up
   - select motions of different speeds
   - other:_____

5. To focus student attention on a significant point in the lesson, I:
   write the significant point on the board
   underline a word or words written on the board
   point to each word written on the board
   write over each word written on the board, perhaps with colored chalk
   point to a related chart, bulletin board display, or picture
   point to a location on map or globe
   point to the actual object
   hold up the actual object
   point to a person being discussed
   point to a picture or statement projected by an audio-visual device
   put words or letters into a pocket chart
   attach word cards or pictures to the chalk board using magnets or masking tape
   hold up word card or picture
   add the key ingredient to a demonstration I am doing
   other:_____

6. To get the attention of the total class or a portion of the class, I:
   close the door to indicate the lesson is beginning
   flick the lights
   tap a desk bell
   pull down a chart or map
   pick up a text book or lesson plan book or record book
   walk to the front-center of room
   survey the class, making eye contact
   stand at attention
   hold up my hand
   play a note on the piano
   arrange my chair or stool and sit down
   tap fingers or pencil on desk
   other:_____

7. To get the attention of a misbehaving child or group of children, I:
   orient my body toward and focus my eyes on the inattentive student(s)
   frown or raise eyebrows at misbehaving student(s)
   make hand gestures at the student(s)
   shake my head at the misbehaving student(s)
   snap fingers in direction of misbehaving student(s)
   clap hands
   walk toward the misbehaving student(s)
   touch misbehaving student(s)
   sit down near misbehaving student(s)
   touch object misbehaving student is touching
   other:_____

B. Acting

How do I use bodily motion to clarify and amplify meanings?

1. To emphasize meanings, I:
   use motions of my head
   use facial expressions
   use motions of my hands
   use motions of my feet
   use motions of my entire body
   other:_____

2. To illustrate a concept, an object, or a process, I:
   use motions of my hands
   use motions of my head
   use facial expressions
   use motions of my feet
   other:_____

3. To illustrate even more completely, I use role playing motions to:
   pretend I am an object
   imitate an animal
   pretend I am a particular character
   pretend I am a puppet character
   other:_____

C. Wielding

In what ways do I manipulate objects, materials, or other parts of the environment when children are not expected to focus on my motions? What kinds of materials do I tend to manipulate?

1. I tend to manipulate:
   chalk and chalk board
   books or workbooks
   audio-visual equipment
   paper, pens, or pencils
   flow pens and charting paper
   pictures or cards
   materials related specifically to the teaching of my discipline
   other:_____

2. During the lesson, I focus my eyes on written materials:
   my lesson plans
   the teacher's manual
   the students' books
   reference books
   material recorded on chalkboard
   numberals of the clock
   other:_____

3. Teacher-oriented wieldings I delegate to students are:
   distribution and collection of materials
   setting up equipment
   putting material on board of bulletin board
   reading questions that other students answer
   other:_____

4. I manipulate or wield materials:
   before students come into the room
   while students come into the room
   while students are performing some other task
   just before using the material
   during the actual use of the material
   other:_____

D. Personal Motions

How do I use motions that are more of a personal nature than they are instructional?

1. Motions I make that are related to my clothing are:
   adjusting my tie or bow
   adjusting my collar
   straightening jacket
   pulling down sweater or skirt
   tucking in blouse, sweater, or shirt
   other:_____

2. Motions I make in the classroom that are aspects of my own personality are:
   pushing back hair
   pulling on beads, necklace, locket, tie
   adjusting glasses
   placing hands in pockets
   jiggling coins in pocket
   twiddling with ring
   curling hair around finger
   scratching head, nose, neck, leg
   other:_____

3. My physical motions that might be called mannerisms because I repeatedly make them are:

_____

_____

PART II

How does my non-verbal activity relate to my verbal ctivity?

1. To communicate meaning, I use non-verbal motion without any verbal accompaniment
2. I use non-verbal motion in my classroom to support my verbal remarks
3. I use non-verbal motion in my classroom to support other non-verbal activity
4. I use verbal remarks without non-verbal accompaniment

PART III

How do I carry on classroom activity? I generally:
   sit at the teacher's desk
   sit on the teacher's desk
   sit on stool
   sit on a student's chair
   sit on a student's desk
   sit on floor
   lean on the chalk board
   lean on a desk
   stand at the front of room
   stand at the side or rear of room
   move up and down the aisles

move from group to group
move from child to child
move across the front of room
move from desk to chalk board
move around the outside edge of room
sit at a table with the students
other:_____

PART IV

What are the general characteristics of my non-verbal classroom behavior?

A. Activity Level

Consider the number of non-verbal clues you tend to generate in a classroom. Are you very active, active, not too active?

B. Speed of Motion

Consider the non-verbal motions you make in the classroom. Do you tend to move rapidly? Do you tend to move rather slowly?

C. Size of Motion

Consider the non-verbal motions you make. Do you tend to make such large motions as broad gestures of the hand? Or do you tend to make such small motions as a nod or smile?

D. Personal Motions

Consider the personal motions you use in a classroom. Do you use many personal motions? Do you use a minimal number of personal motions?

E. Verbal/Non-verbal Orientation

Consider the non-verbal activity and the verbal activity that you carry on in the classroom. Do you have a non-verbal orientation in your teaching? Do you have a verbal orientation?

F. Clarity of Communication

Consider these questions:

Is my bodily stance communicating what I want it to communicate?
Is my manner of sitting communicating what I want it to communicate?
Is my manner of walking communicating what I want it to communicate?
Is my gesturing communicating what I want to communicate?
Are my facial expressions communicating what I want to communicate?

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